

DOCUMENT RESUME

ED 423 779

HE 031 626

TITLE Why Can't We Talk About Race? Racial Legacies and Learning: An American Dialogue.

INSTITUTION Association of American Colleges and Universities, Washington, DC.

SPONS AGENCY Ford Foundation, New York, NY.

PUB DATE 1998-00-00

NOTE 20p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Cultural Pluralism; Demography; Higher Education; *Racial Attitudes; *Racial Relations; School Community Relationship

IDENTIFIERS Bloomfield College NJ; Bowling Green State University OH; City University of New York; *Diversity Concept; Mount Saint Marys College CA; University of Massachusetts

ABSTRACT

This brochure describes an initiative of the Association of American Colleges and Universities, Racial Legacies and Learning, designed to foster learning and dialogue about America's racial legacies and opportunities. The project began in early April 1998 with a national Campus Week of Dialogue, and was expected to culminate in campus-community study dialogues at colleges and universities around the country in the fall of 1998. Introductory information provides demographic data showing trends of increasing diversity to the year 2050. Examples are then given of campus-community partners participating in this initiative, including City University of New York, Mount St. Mary's College (California), Bloomfield College (New Jersey), Bowling Green State University (Ohio), and the University of Massachusetts. The brochure ends with an outline of ways that individuals and institutions can become part of this initiative and a list of campus contacts at 76 institutions. A separate annotated summer reading list is included with the document. (DB)

.....

* Reproductions supplied by EDRS are the best that can be made *

* from the original document. *

.....

Why can't we talk about race?

**Racial Legacies and Learning:
An American Dialogue**

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL IN MICROFICHE
AND IN ELECTRONIC MEDIA FOR ERIC
COLLECTION SUBSCRIBERS ONLY
HAS BEEN GRANTED BY

AAC&U

2A TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as
received from the person or organization
originating it.
- ☐ Minor changes have been made to
improve reproduction quality.

* Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

BEST COPY AVAILABLE

it's uncomfortable

it's painful

afraid I might say the wrong thing

don't want to be labeled

it's too risky

there's been too much talk and too little action

don't want to hurt relationships

afraid I might become too angry

don't know enough about our histories

they won't understand

Introducing

Racial Legacies and Learning: An American Dialogue

A New Initiative of the
Association of American Colleges and Universities

Join in helping to answer the question:

*How can higher education, with its local communities,
prepare graduates to address the legacies of racism
and the opportunities for racial reconciliation in the United States?*



Racial Legacies and Learning: An American Dialogue

Racial Legacies and Learning: An American Dialogue is a project of the Association of American Colleges and Universities (AAC&U) designed to foster learning and dialogue about America's racial legacies and opportunities. Supported by the Ford Foundation Campus Diversity Initiative, this project funds more than 50 colleges and universities and advises scores of others that are working to unite Americans through innovative campus diversity learning programs and groundbreaking campus-community partnerships. These efforts began with a national Campus Week of Dialogue in early April 1998 and will culminate in Campus-Community Study-Dialogues at colleges and universities across the country this Fall.



The Association of American Colleges and Universities (AAC&U) is the only institutional membership higher education association whose primary mission is improving undergraduate liberal education. Founded in 1915, AAC&U comprises public and private colleges and universities of all types and sizes. AAC&U's activities build bridges across disciplines and forge links between administrators, academic leaders, and faculty members. By creating a national community of purpose among institutions that share a concern for how undergraduates are taught and what they learn, AAC&U influences higher education's responses to the full range of today's educational challenges.

BEST COPY AVAILABLE

Dear Friend,

Of all the sources of unequal power in the United States, race is the razor that most brutally cuts and divides. W.E.B. DuBois told us in 1903 that "the problem of the twentieth century is the problem of the color-line." Nearly one hundred years later, the United States has still not resolved the issue of color.

The color lines that divided American society for most of its history affected college campuses as well. Into the 1960s the nation's system of higher education was de facto almost completely racially segregated — basically either all-white or all-black.

From the mid-1960s on, however, leaders in the higher education community sought to alter these inheritances. Our nation's campuses have become a highly visible stage on which the most fundamental questions about difference, equality, and community are being enacted.

Diversity, in fact, is a complex issue that touches on every aspect of our lives in society and on campuses. Many Americans think it means race alone, or perhaps race and gender. But experiences on campuses today have taught us that these issues actually challenge educators to re-examine our most fundamental assumptions about important knowledge, cultural identity and privilege, connections across difference, inclusive community, and democratic principles. Above all, diversity asks us to address the links between education and a developed sense of responsibility to one another.

Almost all campuses now see education of a diverse citizenry as integral to their missions of public leadership and service. Today, nearly one quarter of those participating in higher education are persons of color. The curriculum is changing too. Scholars have made extraordinary progress in recovering histories and legacies once deemed irrelevant to higher learning.

Higher education faces a distinctive challenge and an extraordinary opportunity at this pivotal moment. But higher education cannot do this work in isolation. Our neighboring communities must believe in what we are doing. Community partners must work with us to create new attitudes and new efforts to forge a strong multiracial America. *Racial Legacies and Learning: An American Dialogue* is a unique opportunity for campuses and communities to think together about how we will meet the challenge and the promise of America's diversity.

Carol Geary Schneider

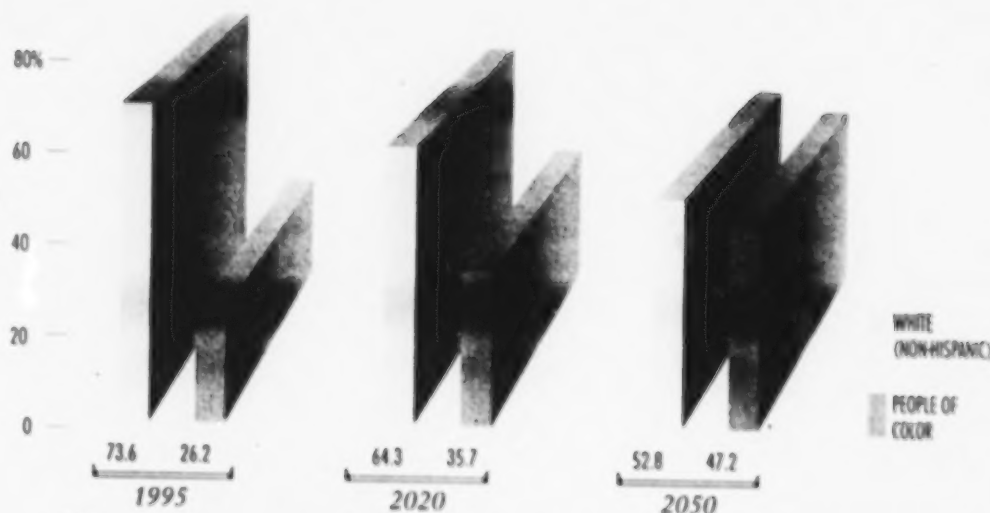
Carol Geary Schneider
President
AAC&U

Edgar F. Beckham

Edgar F. Beckham
Coordinator, Campus Diversity Initiative
The Ford Foundation

Diversity Is Our Future

Percent Distribution
of the Population
1995 to 2050



"We need to make sure our members understand that over the next few years the people they work for, with and supervise will be increasingly diverse. They must also understand that this is a good news story. Because what we know about diverse groups is good. First, they look at situations from all angles. They are more creative and productive. When people of varying age, race, values and background and training join together, they inevitably find innovative solutions to problems."

—Dr. Sheila Widnall
Secretary of the United States Air Force

The majority of our nation's children begin their school years in classrooms with little or no racial diversity. Our nation is becoming increasingly diverse, but remains stubbornly segregated. For many students, attending a college or university is their first experience with a notably diverse community.

If Florida and Washington state voters are representative, Americans agree the "nation's growing diversity makes it more important than ever for all of us to understand people who are different from ourselves." These voters strongly support college level courses "designed to help students understand bigotry and prejudice in the United States today and historically as well as its effects on individuals and society."¹

A recent survey conducted by the National Conference for Community and Justice (NCCJ) found that the majority of Americans also want to see more diversity throughout society. A clear majority said it was personally important to them that they live "within a diverse or multicultural society." "Today, more of us value diversity but we still have to learn how to maximize it by creating an inclusive society," said Sanford Cloud, President and CEO of NCCJ.

¹ Florida statewide poll of 600 male and female voters conducted between February 9 and March 9, 1998 by DYG, Inc. Washington State poll of 600 male and female voters conducted between March 6 and 13, 1997 by Elway Research.

Dialogue between campuses and communities will move us toward a better understanding of community intersections, of our profound interdependence, and of our continuing need to learn from one another's experiences and contributions.

"Affiliation does not mean separation. Distinctions among peoples ensure that we can approach life with a full palate of perspectives. This is the value of diversity . . ."

—Jennifer Walper
Student Leader, University of Maryland

Starting the Dialogue: *Campuses and Communities Come Together*

Campus-community dialogues are emerging as powerful sources of new learning about diversity in America. Diversity and the creative conflict it can bring are prompting dialogues - and the dialogues are deepening understanding, not only about difference, but about the commonalities that unite us as neighbors and citizens.

Universities Are Meeting the Challenge

Across America, colleges and universities participating in Racial Legacies and Learning are meeting the challenge of America's diversity and engaging the community in real dialogue on race.

- The City College of the City University of New York (CCNY) is reaffirming its 150-year commitment to excellence and access by promoting a series of activities enhancing race and ethnic relations in New York City in the 1997-98 school year. They include: strengthening the successful work of the Center for Mediation and Conflict Resolution in its ongoing efforts to train CCNY and New York City public school students in conflict resolution and tolerance training; and using City College Heritage Month to celebrate the achievements of the various ethnic and racial groups on campus.
- At Mount St. Mary's College in Los Angeles, the STAR program (Students Talk About Race) is facilitating group discussions about race with middle and senior high school students at five Los Angeles area high schools. The facilitators-in-training come both from Mount St. Mary's and the University of California, Los Angeles (UCLA), and serve as peer role models and discussion leaders on topics ranging from how the media portrays race to insights into individual prejudices. Weekly 50-minute sessions are held at the five area schools.



“Another very valuable part of any college experience is something that a student often takes for granted, and that is the education brought about by diversity. Living and learning with students whose background and experience are different from your own can be just as important as what you learn in the classroom.”

—Richard Riley,
Secretary of Education

- Bloomfield College in New Jersey is examining race through the lens of one of America's leading photographers and artists. African American writer, filmmaker and veteran Life Magazine photographer Gordon Parks began the College's year-long institutional conversation on race in support of President Clinton's Initiative on Race. Parks' work is being incorporated throughout the curriculum and co-curriculum. Freshmen and sophomores are reading his books in their core courses. An exhibit of his photography is on display in the campus gallery. His movies are shown in campus residences.
- Bowling Green State University created the Office of Diversity Initiatives to initiate discussion about race, ethnicity and other diversity issues, and to involve students in the assessment of campus climate and culture. The Office is sponsoring community events throughout the year: the release of the video "What Every Teacher Should Know about Some Practical Aspects of Multicultural Education But Is Afraid to Ask;" dialogue with area high schools, for which Bowling Green students serve as volunteer counselors/mentors to high school students; and community partnerships discussing future collaboration efforts.
- The University of Massachusetts held a very successful civic forum, "Paying Attention to Diversity in the Academy: Who Benefits and Who Loses?" The open forum, which was later broadcast on public radio, is an event of the Forum for the 21st Century: Shaping Boston's Future which conducts events in collaboration with local universities and civic organizations to focus public discourse on the social and economic development challenges facing Boston.

Join Racial Legacies and Learning: An American Dialogue

Through Racial Legacies and Learning: An American Dialogue, AAC&U is working with colleges, universities, and community organizations across the country to organize dialogues and seminars that address the legacies and challenges of race in our past, present, and future.

AAC&U's initiative will culminate in a series of more than 50 Campus-Community Study-Dialogues to be held in the Fall of 1998 exploring new learning about racial legacies, challenges, and possibilities in American society.

We hope that you will become part of this critical American dialogue. There are many ways to get involved in this exciting and historic initiative.

- Call a participating institution in your area to see what activities are already planned and to find out how you can get involved.
- Participate in AAC&U's Racial Legacies and Learning Workroom on DiversityWeb (www.inform.umd.edu/diversityweb).
- Expand your knowledge of these issues. Use the enclosed Summer Reading List and share it with your colleagues.
- Contact AAC&U to find out more about Racial Legacies and Learning: An American Dialogue at 202/387-3760.

"This is not a time for timidity in expressing commitment to values of inclusivity and pluralism. It is time to advocate and implement creative new strategies that will insure access and equity of opportunity at America's colleges and universities, and thereby, the future well-being of our nation."

—William Kirwan
President, Ohio State University

"America's campuses are communities within American communities, and should be committed to advancing public understanding of large societal issues as they prepare students for careers and employment."

—American Commitments
Series, Association of American
Colleges and Universities



BEST COPY AVAILABLE

Campus Contact Information

Albion College
Albion, MI
Kenneth Henry
TEL: 517-629-0433
FAX: 517-629-0509
E-MAIL: khenry@albion.edu

Antioch College
Yellow Springs, OH
Callie Cary
TEL: 937-767-7331 x6633
FAX: 937-767-6450
E-MAIL: ccary@antioch-college.edu

Antioch University
Yellow Springs, OH
Liz Hall
TEL: 937-767-6494
FAX: 937-767-6493
E-MAIL: Lhall@antioch.edu

Antioch University-Seattle
Seattle, WA
Mary Marcy
TEL: 206-441-5352x5106
FAX: 206-728-4427
E-MAIL: mary-marcy@antioch-seattle.edu

Arizona State University-West
Phoenix, AZ
Mildred Garcia
TEL: 602-543-4513
FAX: 602-543-7012
E-MAIL: millieg@asu.edu

Baldwin-Wallace College
Berea, OH
JT Hairston
TEL: 440-826-2157
FAX: 440-826-3640
E-MAIL: jhairsto@bw.edu

Barry University
Miami Shores, FL
Fran Freeman
TEL: 305-899-3040
FAX: 305-899-3018
E-MAIL: ffreeman@mail.barry.edu

Bethune Cookman College
Daytona Beach, FL
Clandette McFadden
TEL: 904-255-1401x1389
FAX: 904-258-8951
E-MAIL: McFadden@OD.NIH.gov

Bloomfield College
Bloomfield, NJ
Betty Heinig
TEL: 973-748-9000x293
FAX: 973-743-2040
E-MAIL: betty_heinig@bloomfield.edu

Bowling Green State University
Bowling Green, OH
Lorna Goncalves-Pinto
TEL: 419-372-2682
FAX: 419-372-7878
E-MAIL: lgonsal@bgsu.edu

Brooklyn College of The City University of New York
Brooklyn, NY
Mary E. Fritz
TEL: 718-951-4128
FAX: 718-951-4109
E-MAIL: mefritz@brooklyn.cuny.edu

California State Polytechnic University-Pomona
Pomona, CA
Bob Charles
TEL: 909-869-6896
FAX: 909-869-5255
E-MAIL: rcharles@csupomona.edu

California State University-Los Angeles
Los Angeles, CA
George Umezawa
TEL: 213-343-3102
FAX: 213-343-6449
E-MAIL: gumezaw@calstatela.edu

Chapman University
Orange, CA
Donald S. Will
TEL: 714-997-6620
FAX: 714-532-6079
E-MAIL: will@chapman.edu

City University of New York-City College
New York, NY
Yolanda T. Moses
TEL: 212-650-7285
FAX: 212-650-7680
E-MAIL: ytm@xrow.admin.cuny.cuny.edu

Clark Atlanta University
Atlanta, GA
David Dorsey
TEL: 404-880-8742
FAX: 404-880-8534
E-MAIL: daviddd@juno.com

College of Charleston
Charleston, SC
Lynne E. Ford
TEL: 803-953-6531
FAX: 803-723-6914
E-MAIL: fordL@cofc.com

Community College of Philadelphia
Philadelphia, PA
Lynette Brown
TEL: 215-751-8858
FAX: 215-751-8033
E-MAIL: lbrown@ccp.pa.us

Duke University
Durham, NC
Ben Reese
TEL: 919-684-8229
FAX: 919-684-8580
E-MAIL: breese@mail01.adm.duke.edu

Emory University
Atlanta, GA
Gary S. Hawk
TEL: 404-727-6020
FAX: 404-727-7359
E-MAIL: ghawk@emory.edu

Florida International University
Miami, FL
Glenda A. Belote
TEL: 305-348-2892
FAX: 305-348-2648
E-MAIL: beloteg@fiu.edu

BEST COPY AVAILABLE

Florida Memorial College
Miami, FL
Annette Kashif
TEL: 305-626-3663
FAX: 305-626-3781
E-MAIL: kashif@lion.fmc.edu

George Mason University
Fairfax, VA
Wally Warfield
TEL: 703-993-1300
FAX: 703-993-1302
E-MAIL: wwarfield@gmu.edu

Hampshire College
Amherst, MA
Ynez Wilkins
TEL: 413-549-4600
FAX: 413-582-5485
E-MAIL: ywilkins@hamp.hampshire.edu

Hiram College
Hiram, OH
Dee West
TEL: 330-569-5237
FAX: 330-569-5236
E-MAIL: westde@hiram.edu

Indiana State University
Terre Haute, IN
Dorothy M. Simpson-Taylor
TEL: 812-237-3619
FAX: 812-237-3609
E-MAIL: dsft@tamhet.indstate.edu

Indiana University-Kokomo
Kokomo, IN
Emilia B. Hill
TEL: 765-453-2000
FAX: 765-455-9444
E-MAIL: ehill@iuk.edu

Indiana University-South Bend
South Bend, IN
Katie Runion
TEL: 219-237-6535
FAX: 219-237-4599
E-MAIL: cluvers@iush.edu

Kellogg Community College
Battle Creek, MI
Teresa Dusham
TEL: 616-965-3931x2642
FAX: 616-962-0062
E-MAIL: tdusham@kellogg.cc.mi

LeMoyne-Owen College
Memphis, TN
Barbara Frankle
TEL: 901-942-7363
FAX: 901-942-7810
E-MAIL: barbara_frankle@qm.lemoyne-owen.edu

Macalester College
St. Paul, MN
Roberto Jfill
TEL: 612-696-6011
FAX: 612-696-6500
E-MAIL: rjfill@macalester.edu

Miami-Dade Community College
Miami, FL
Sarah Garman
TEL: 305-237-8145
FAX: 305-237-8029
E-MAIL: sgarman@mdcc.edu

Montana University System
Helena, MT
Ellen Sucaney
TEL: 406-444-6570
FAX: 406-444-1469
E-MAIL: esucaney@ucche.montana.edu

Morehouse College
Atlanta, GA
Ann Watts
TEL: 404-215-2741
FAX: 404-215-2744
E-MAIL: awatts@morehouse.edu

Morris Brown College
Atlanta, GA
Kathy Golden
TEL: 404-220-0292
FAX: 404-220-0122
E-MAIL: kgolden@morrisbrown.edu

Mount St. Mary's College
Los Angeles, CA
Pam Haldeman
TEL: 310-954-4366
FAX: 310-954-4019
E-MAIL: phaldeman@msmc-la.edu

Murray State University
Murray, KY
Joseph Cartwright
TEL: 502-762-6935
FAX: 502-762-3424
E-MAIL: joseph.cartwright@murraystate.edu

National Hispanic University
San Jose, CA
Fancy Schwab
TEL: 408-254-6900
FAX: 408-254-1369
E-MAIL: nschwab@nhu.edu

North Carolina State University
Raleigh, NC
Hank Friedman
TEL: 919-513-1008
FAX: 919-513-3543
E-MAIL: hank_friedman@ncsu.edu

North Seattle Community College
Seattle, WA
Charles Sasaki
TEL: 206-528-4623
FAX: 206-528-5608
E-MAIL: csasaki@nscd.cc.edu

Nova Southeastern University
Fort Lauderdale, FL
Elizabeth McDaniel
TEL: 954-262-7055
FAX: 954-262-3800
E-MAIL: emcnet@aol.com

Oberlin College
Oberlin, OH
Diana Rose
TEL: 440-775-6462
FAX: 440-775-8917
E-MAIL: prouse@oberlin.edu

Ohio State University
Columbus, OH
William J. Napier
TEL: 614-292-2424
FAX: 614-292-1231
E-MAIL: napier.30@osu.edu

Olivet College
Olivet, MI
Terry A. Lindsay
TEL: 616-749-7615
FAX: 616-749-7178
E-MAIL: tlindsay@olivetnet.edu

Pacific University
Forest Grove, OR
Eira Krebs
TEL: 503-359-2212
FAX: 503-359-2936
E-MAIL: krebs@pacu.edu

Pasadena City College
Pasadena, CA
Robert Foreman
TEL: 626-585-7642
FAX: 626-585-7910
E-MAIL: Rforeman@pascc.cc.ca.us

Ripon College
Ripon, WI
David B. Schigman
TEL: 920-748-8109
FAX: 920-728-8767
E-MAIL: dschigman@ripon.edu

San Francisco State University
San Francisco, CA
Joe Torres
TEL: 415-338-7170
FAX: 415-338-0937
E-MAIL: jtorres@sfsu.edu

Santa Ana College
Santa Ana, CA
John Nixon
TEL: 714-564-6082
FAX: 714-564-6379
E-MAIL: nixon_john@scsanta.cc.ca.us

Seattle Central Community College
Seattle, WA
Rosetta Hunter
TEL: 206-587-2036
FAX: 206-344-4390
E-MAIL: mhunter@secc.ccc.edu

Seattle University
Seattle, WA
Susan L. Secker
TEL: 206-296-6155
FAX: 206-296-6200
E-MAIL: secker@seattleu.edu

Shoreline Community College
Seattle, WA
Betty Schmitz
TEL: 206-546-4673
FAX: 206-546-5869
E-MAIL: bschmitz@shcc.edu

Skidmore College
Saratoga Springs, NY
Jack Ling
TEL: 518-580-5943
FAX: 518-580-5069
E-MAIL: J.Ling@skidmore.edu

Southern Illinois University-Edwardsville
Edwardsville, IL
Rudy Wilson
TEL: 618-650-5867
FAX: 618-650-3633
E-MAIL: rwilson@siue.edu

Spelman College
Atlanta, GA
Freddie Hill
TEL: 404-223-1468
FAX: 404-215-7918
E-MAIL: fhill@spelman.edu

St John's University
Jamaica, NY
Joseph Sciamie
TEL: 718-990-6161
FAX: 718-990-1920
E-MAIL: sciamiej@stjohns.edu

St. Leo College
St. Leo, FL
Maureen Powers
TEL: 352-588-8992
FAX: 352-588-8329
E-MAIL: mpowers@saintleo.edu

St. Thomas University
Miami, FL
Gary McCloskey
TEL: 305-628-6521
FAX: 305-628-6682
E-MAIL: gmclosk@stu.edu

State University of New York at Stony Brook
Stony Brook, NY
Shirley Simon Kenny
TEL: 516-632-6265
FAX: 516-632-6621
E-MAIL: skenny@ccmail.sunysb.edu

Susquehanna University
Selinsgrove, PA
Leslie Perkins
TEL: 717-372-4302
FAX: 717-372-2745
E-MAIL: perkins@susqu.edu

The College of St. Catherine
St. Paul, MN
June Noronha
TEL: 612-690-6049
FAX: 612-690-6024
E-MAIL: jnoronha@stcate.edu

The McGregor School of Antioch University
Yellow Springs, OH
Steve Brzezinski
TEL: 937-767-6321x6786
FAX: 937-767-9600
E-MAIL: sbrzezinski@mcgregor.antioch.edu

Trinity College
Washington, DC
Camille Hazen
TEL: 202-884-9600
FAX: 202-884-9229
E-MAIL: Hazen@trinitydc.edu

University of California-Berkeley
Berkeley, CA
Charles Henry
TEL: 510-642-1935
FAX: 510-642-9483
E-MAIL: chhenry@uclink4.berkeley.edu

University of Central Florida
Orlando, FL
Valarie Greene King
TEL: 407-823-6479
FAX: 407-823-6480
E-MAIL: vking@mail.ucf.edu

University of Maryland
College Park, MD
Gladys Brown
TEL: 301-405-2838
FAX: 301-314-9992
E-MAIL: gbrown@umd.umc.edu

University of Massachusetts-Boston
Boston, MA
Castellano B. Turner
TEL: 617-287-6341
FAX: 617-287-6336
E-MAIL: turner@umb.edu

University of Miami
Coral Gables, FL
Steven Clark
TEL: 305-284-2855
FAX: 305-284-3783
E-MAIL: sclark@umiami.ir.miami.edu

University of Michigan
Ann Arbor, MI
Patricia McCune
TEL: 734-647-2655
FAX: 734-763-2447
E-MAIL: phmccune@umich.edu

University of Rochester
Rochester, NY
Theodore M. Brown
TEL: 716-275-2051
FAX: 716-461-4532
E-MAIL: brown@premed.rochester.edu

University of Washington
Seattle, WA
Betty Schmitz
TEL: 206-685-8276
FAX: 206-685-1213
E-MAIL: schmitz@u.washington.edu

Wagner College
Staten Island, NY
Richard Guanasci
TEL: 718-390-3211
FAX: 718-390-3170
E-MAIL: guanasci@wagner.edu

Wesleyan University
Middletown, CT
Rebecca Flewelling
TEL: 860-685-2004
FAX: 860-685-3501
E-MAIL: Rflewelling@wesleyan.edu

West Virginia University
Morgantown, WV
Katherine Bankole
TEL: 304-293-7029
FAX: 304-293-2967
E-MAIL: kbankole@wvu.edu

Yale University-Divinity School
New Haven, CT
Jann Cather Weaver
TEL: 203-432-3308
FAX: 203-432-3356
E-MAIL: jann.weaver@yale.edu

Youngstown State University
Youngstown, OH
Barbara Oden
TEL: 330-742-3370
FAX: 330-742-3108
E-MAIL: asaftm02@ysu.edu

“No institution in American society is better positioned to address the difficult issues of race in our everyday life. With our strong traditions of intellectual and social pluralism, higher education has a rich opportunity to put its own commitments to diversity at the nation's service. Let us commit to establishing common meeting grounds for public learning about the strengths and failures that characterize United States diversity and for public dialogue about creating a democratic vision that will truly include every American.”

—Carol Geary Schneider

President, Association of American Colleges and Universities

BEST COPY AVAILABLE

SUMMER
Reading
Racial Legacies
and Learning:
An American Dialogue
List



AAC&U

Association
of American
Colleges and
Universities

Advancing
Liberal
Learning

SUMMER Reading List

Racial Legacies and Learning: An American Dialogue

This reading list provides an array of popular and scholarly sources that can help you better understand America's racial legacies and future opportunities for reconciliation. Here are some ways you might take advantage of this list:

Review these materials
in preparation for the
Fall Campus-
Community Study-
Dialogues on race in
your area.

Anzaldúa, Gloria. *Borderlands/La Frontera: The New Mestiza*. San Francisco: Spinster/Aunt Lute, 1987.

In prose and poetry, Anzaldúa examines the experience of being caught between two cultures and feeling alien in both. She looks at the history of the Southwest and the contemporary condition of illegal and legal immigration in a style that forces the reader to recognize the multicultural and multilingual realities of contemporary society.

Banks, Russell. *Cloudsplitter*. New York: HarperCollins, 1998.

This ambitious novel is narrated by Owen Brown, son of John Brown—leader of the raid on Harper's Ferry and author of the most radical plan to free the slaves. In *Cloudsplitter*, Banks recreates the political and social landscape of the years preceding the Civil War and in the process raises important questions about the enduring cost of race and slavery in America.

Bell, Derrick. *Faces at the Bottom of the Well: The Permanence of Racism*. New York: Basic Books, 1992.

In this collection of reflective pieces, dialogic narratives, and historical fables, Bell explores the persistence of racism in determining the social and economic condition of African Americans. He argues that racism is so ingrained in American culture and history that no matter what African Americans might do to better themselves, racism will not abate in America until whites begin to see their own well-being linked to the elimination of racism from the culture.

Bragg, Rick. *All Over But the Shoutin'*. New York: Pantheon Books, 1997.

Pulitzer Prize-winner Rick Bragg delivers a moving memoir about growing up poor and white in the South. It is the story of a violent, war-haunted, alcoholic father and a strong-willed, loving mother who struggles to protect her three sons from the effects of poverty and ignorance. Bragg testifies with great compassion, dignity, and humility to the power of poverty to deform lives.

Dyson, Michael Eric. *Race Rules: Navigating the Color Line*. New York: Vintage Books, 1997.

In turns humorous and controversial, Dyson attempts to illuminate the invisible rules governing relations between and within races. Written by an academic with an interest in the street, these essays cover rap music, African American sexuality, and the persistence of race in public life.

Erdrich, Louise. *Love Medicine*. New and expanded edition. New York: Harper Collins, 1993.

In her best-known novel, Erdrich tells the story of two Native American families. Mostly through the eyes of the women of the families, the author recounts the difficult decisions faced by several generations of family members as they choose to stay or leave the reservation.

Invite your colleagues
to participate in a
"brown bag lunch"
series of discussions in
your workplace.

Golden, Marita and Susan Shreve, eds. *Skin Deep: Black Women & White Women Write About Race*. New York: Anchor, 1996.

Skin Deep brings together twenty essays and stories by prominent writers focusing on racial issues between African American and white women—issues such as self-identity, child-rearing, friendship, and the struggle for equality. The editors hope these pieces will help the reader "both see and see beyond race," so that the issue of race in "our children's generation will be, in fact, skin deep."

Ignatiev, Noel. *How the Irish Became White*. New York: Routledge, 1996.

Ignatiev explores the history of Irish immigrants, their precarious social status, and the vehicles by which they secured a place in a racist America: unions, the Catholic Church, and the Democratic Party. He also examines the role of Irish Americans in the wave of anti-Negro violence in the 1830s and 1840s.

Isaacs, Harold. *Idols of the Tribe: Group Identity and Political Change*. Cambridge: Harvard University Press, 1989.

Originally published in 1975, *Idols of the Tribe* has become a classic text on global pluralism and ethnicity. Isaacs studies the relationship between group identity and political change and explores the implications of what he sees as "a convulsive ingathering of people in their numberless groupings of kinds—tribal, racial, linguistic, religious, national." The task facing Americans today, he suggests, is to imagine a new pluralism "in which human beings may be able to live with one another in some more satisfying and mutually satisfactory way."

Kotlowitz, Alex. *The Other Side of the River: A Story of Two Towns, a Death, and America's Dilemma*. Garden City: Doubleday, 1998.

Kotlowitz investigates the mysterious death of an African American teenager in Southern Michigan and produces a study of a racially polarized nation in microcosm. The author vividly captures the voices of those who live in two towns, St. Joseph and Benton Harbor—towns separated by race, a river, and mutual suspicion.

Lee, Chang-rae. *Native Speaker*. New York: Riverhead Books, 1995.

Native Speaker is both a tense political thriller and a deeply moving examination of the complexity of Korean American immigrant life. Henry Park, a spy sent to infiltrate the organization of a successful Korean American politician, wrestles with his sense of identity, culture, family, and language as he searches for genuine connection in his life.

Lerner, Michael, and Cornel West. *Jews and Blacks: A Dialogue on Race, Religion, and Culture in America*. Plume, 1996.

Though the alliance between African Americans and Jews was once the cornerstone of liberal politics, today there are those in each community who see their former ally as a serious opponent. In *Jews and Blacks*, West and Lerner explore some of the most pressing problems in contemporary America through the prism of the relationship between their two communities.

*Convene a multiracial
group comprising
members of your faith
community and others
in your community.*

Liu, Eric. *The Accidental Asian: Notes from a Native Speaker*. New York: Random House, 1998.

In this powerful memoir, Liu offers a provocative vision of American identity. Liu doesn't know whether to embrace, resist, or redefine assimilation—and ends up doing all three at once. He speaks candidly about his journey from a fierce pursuit of racelessness to a slow rapprochement with race. Liu is an "accidental Asian"—someone who has stumbled upon a sense of race, who is not always sure what to do with it.

Marks, Paula Mitchell. *In a Barren Land: American Indian Dispossession and Survival*. New York: William Morrow & Co., 1998.

In this panoramic history of the interactions between American Indians and white settlers/invaders, Marks brings together the most recent scholarship of the West to retell a grim tale of dispossession, betrayal, and survival. In her clear narrative, she manages to both convey a massive amount of information and capture the voices of her subjects.

McBride, James. *The Color of Water: A Black Man's Tribute to His White Mother*. New York: Riverhead Books, 1997.

The author's mother, Ruth McBride Jordan, was the daughter of a Polish rabbi. She immigrated to the United States, was raised in Virginia, fled her family and faith, and moved to New York City where she met and married an African American man. Battling racism and poverty, Jordan raised twelve highly-educated and successful children. In telling her remarkable story—and his own—McBride addresses racial identity with compassion and insight.

Minatoya, Lydia. *Talking to High Monks in the Snow: An Asian American Odyssey*. New York: HarperCollins, 1992.

Born, raised, and educated in the United States, Minatoya found her life to be one of ethnic isolation. In her autobiography, she tells the story of her search for greater self-knowledge by exploring her family history while working and traveling in Japan.

Morrison, Toni. *Beloved: A Novel*. New York: Knopf, 1987.

In this profoundly moving novel set in the aftermath of the Civil War, Morrison's hero struggles to cope with the horrible legacy of her past as a slave. This intensely personal drama speaks to the larger issue of a nation struggling to come to terms with its history.

Omi, Michael, and Howard Winant. *Racial Formation in the United States: From the 1960s to the 1990s*. 2nd ed. New York: Routledge, 1994.

In this ambitious book of sociological theory, the authors explore how concepts of race are created and change. Rather than being fixed, they argue, race is "an unstable . . . complex of social meanings constantly being transformed by political struggle." Today's racial situation is "messy," they assert, because "it is the product of a vast historical legacy of structural inequality and invidious racial representation."

Rayborn, Patricia. *My First White Friend: Confessions on Race, Love, and Forgiveness*. New York: Penguin Books, 1996.

Part diary, part memoir, part social commentary, *My First White Friend* records the author's race-driven impulses and her journey toward self-discovery. In a remarkably candid voice, Rayborn draws the reader into her story. "I stopped hating white people on purpose about a year ago. I didn't tell anybody. I couldn't. If I did, I would have to explain how I started hating in the first place. And I really didn't know then myself."

Initiate a book group
or incorporate one or
more of these books
into your ongoing
book group.

Rodriguez, Richard. *Hunger for Memory*. New York: Bantam Books, 1983.

In a memoir that eloquently speaks to the importance of language in the creation of identity, Rodriguez describes the advantages of his education and subsequent assimilation. His assimilation, however, came at a high personal cost—profound loneliness, alienation from his parents, his Mexican American heritage, and his cultural identity.

Sanchez, George. *Becoming Mexican American: Ethnicity, Culture and Identity in Chicano L.A. 1900-1945*. New York: Oxford University Press, 1993.

Sanchez examines the evolving relationship between ethnicity and identity among Mexican Americans in Los Angeles. He focuses on immigration to the city from 1900 to 1945, exploring the process by which immigrants shifted their status to permanent resident thus laying the foundation for a new Mexican American culture.

Shipler, David K. *A Country of Strangers: Blacks and Whites in America*. New York: Knopf, 1997.

Pulitzer Prize-winning journalist David Shipler returned from overseas and embarked on a five-year "journey along the color line," in an effort to trace the "landscape where blacks and whites find mutual encounters." Focusing on "ordinary" Americans, Shipler depicts the perseverance of racism, but also chronicles the actions of many people—black and white—who continually try to bring racial justice to their lives.

Silko, Leslie Marmorn. *Yellow Woman and a Beauty of the Spirit: Essays on Native American Life Today*. New York: Touchstone Books, 1997.

In this collection of essays, novelist Silko explores the role of language and storytelling in Native American culture, the links between the people of the Southwest and the land, and the United States government's racist treatment of Native Americans. Passionate and defiant, Silko's work is a mix of pride in her heritage and anger over racial injustice.

Suskind, Ron. *A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League*. New York: Broadway Books, 1998.

Cedric Jennings, a talented African American teenager from the toughest high school in Washington, DC, struggles to succeed at Brown University. Pulitzer Prize-winning journalist Ron Suskind eloquently describes the challenges Cedric faces in his quest for academic achievement and follows Cedric as he adapts to his new surroundings by mediating between the inherited and the chosen, yet "unseen," parts of his life.

Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. Boston: Little, Brown and Company, 1993.

Takaki's pathbreaking survey of American history seeks to correct past scholarship in which America has been defined too narrowly. Takaki synthesizes recent literature on the histories of groups previously ignored in American history such as Chicanos, Asian Americans, African Americans, Native Americans, Jewish immigrants, and Irish Americans, thereby creating a more complex portrait of the United States. The product of this synthesis is a history of the United States where race, class, and gender are shown to have been central in shaping people's access to and attitudes toward American citizenship and inclusion.

Write an op-ed or
letter-to-the-editor
encouraging others to
do these things as well.

Takaki, Ronald. *Strangers from a Different Shore: A History of Asian Americans*. New York: Penguin, 1990.

Blending personal recollection with traditional narrative history and oral history, Takaki produces a sweeping survey of the diverse history of Asian American immigration into America. *Strangers from a Different Shore* also details the patterns of discrimination, prejudice, and economic exploitation that each wave of immigrants met—a pattern established when the first Chinese immigrants were constructed as a racially subordinated group and played against other racial groups.

Tatum, Beverly Daniel. 'Why are All the Black Kids Sitting Together in the Cafeteria?': And Other Conversations About Race. New York: Basic Books, 1997.

The author, a clinical psychologist, argues that everyone has a racial identity and must strive to affirm it. For people of color this affirmation requires construction of an identity free from the negative stereotypes of a racist society. For whites, it requires an awareness of racial privilege and a commitment to justice. If we want to communicate across racial and ethnic lines, Tatum suggests, we need to talk about our racial identities—whatever they may be. Tatum's work also provides a well-researched list of readings appropriate for young readers.

Taylor, Charles. *Multiculturalism: Examining the Politics of Recognition*. Edited and introduced by Amy Gutmann. Princeton: Princeton University Press, 1994.

In the principal essay in this volume, Taylor identifies the intellectual roots of a politics of recognition which has become central to a sense of dignity as well as to meaningful participation in political, social, and cultural dialogue. Respect for diverse perspectives, according to Taylor, requires a presumption that other cultures possess some things worthy of admiration, even if accompanied by things we might reject. The collection also includes commentaries by K. Anthony Appiah, Jürgen Habermas, Steven C. Rockefeller, Michael Walzer, and Susan Wolf.

West, Cornel. *Race Matters*. Boston: Beacon Press, 1993.

In this collection of essays, West examines the effects of racial hierarchy in America and seeks to move America toward a more genuine multicultural democracy. He addresses such controversial topics as the new African American conservatism, African American-Jewish relations, and myths about African American sexuality. He attempts to "establish a new framework [that] . . . acknowledges the basic humanness and Americanness of each of us." He warns of the effects of a pervasive lack of honesty especially about economic strife in America and suggests that "If we go down, we go down together."

BEST COPY AVAILABLE

*This Summer Reading List was developed for the
Association of American Colleges and Universities
by Kevin Hovland.*